***GRASPS Frame***

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| ***G***  Real-World **Goal** | To understand that religion/belief systems are an important part of a society. Students will come to understand that the patterns of religion can affect many aspects of societies –it affects people, lawmaking, lifestyles, community values, and other aspects of a community. |
| ***R***  A meaningful **role** for the student | The students are given the role of an investigator –they are warped back in time and are required to actively research and observe how religion impacted their colony’s community and lifestyle. |
| ***A***  Authentic real-world (or simulated) **audience** | Students will write in their journals about their research and understanding of their findings. By allowing students to write in their journals, they should begin to relate their findings with their real life setting. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will investigate their colonies through online research including primary and secondary sources. They will also develop graphic organizers to guide them in the research process.  Students will discover how beliefs and ideals in a colony impacted its society, and they will identify that beliefs and ideals are also what impact their all societies, including their own. |
| ***P***  Student-generated culminating **products** and **performances** | Students will create either a skit or advertisement on their colony from the information gathered through their research. They will present their products to the class at the end of the unit. We will develop the rubric together as a class. Students are required to create these culminating activities to identify how religion and beliefs affects the patterns of a society. |
| ***S***  Consensus-driven performance **standards** for judging success | As a class, we will discuss what important criteria that they should be graded on. From those suggestions, we develop a rubric together, therefore making students aware of what is expected from them. |